DOCUMENT RESUME

ED 071 496 FL 003 636

AUTHOR	Padron, Nora
TITLE	What People Do - What People Did, English as a Second Language: 5110.04.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	20p.; An authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Course Descriptions; *Cultural Education; Educational Objectives; Educational Strategies; *English (Second Language); Grammar; History; Language Instruction; Language Patterns; *Learning Activities; Mathematics; Science Education; Second Language Learning; *Sociocultural Patterns
IDENTIFIERS	*Quinmester Program

ABSTRACT

This course is designed to enable students to function in other classes in the curriculum, especially history, science, and math. Emphasis is on mastery of the use of the simple past tense in questions, answers, and negative and affirmative statements--in contrast to the present indefinite used in generalizations. Stress is placed on the sociocultural foundations of the United States and resulting North American cultural patterns that contrast directly with Spanish American cultural patterns. Use of the library as a source of information is emphasized. The course description lists objectives, learning activities, grammatical patterns, and activities. (Author/VM)

ED 071496

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

WHAT PEOPLE DO - WHAT PEOPLE DID

5110.04-5117.4

English As a Second Language

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

FL003 903

ED 071496

WHAT PEOPLE DO - WHAT PEOPLE DID

5110.04-5117.4

English As a Second Language

Written by Nora Padron

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

COURSE DESCRIPTION

A course designed to enable students to function in various areas of the curriculum, specially history, science and math, as they master the use of the simple past tense in questions, answers, negative and affirmative statements, in contrast with the present indefinite used in generalizations. Emphasis will be laid on the sociocultural foundations of the United States of America and some resulting cultural patterns of North Americans that are in direct contrast with some Spanish American cultural patterns. Students will be able to ask and answer questions with Who, What, Where, When, How use the simple past tense in oral discussions and in writing. Further use of the library as source of information will be emphasized and assistance will be offered in making better and more economical use of books both for study and for recreation.

OBJECTIVES

1. The student will accurately answer in oral or written form and using the simple past tense, questions with interrogative words, such as:
    a. Who was Benjamin Franklin?
    b. What were his main accomplishments?
    c. When and where did he live and become famous?
    d. Who was Thomas Alva Edison?
    e. What was the invention which made him famous?
    f. When did he live?
    g. What was his nationality?
    h. Where did he become famous?
2. The student will compare and contrast the following with 80% accuracy:
    a. What contribution did Carlos Finlay and Colonel Gorgas make in the field of science?
    b. When did each of these men live?
    c. What were their nationalities?
    d. Where did they make their discoveries?
3. The student will accurately discuss two of the following using the simple past form in his answer:
    a. Who was Alexander Graham Bell?
    b. In what field did he become famous?
    c. What was he famous for?
    d. Where and when did he make his discovery?

4. The student will contrast and compare the following using the simple past tense with 70% accuracy:
    a. Who were Simón Bolívar, José Martí and José San Martín?
    b. What did these men have in common?
    c. When did these men live?
    d. Where did each of these men live?
5. The student will contrast and compare the following men, using the simple past tense with 70% accuracy in his answer:
    a. Who were George Washington and Abraham Lincoln?
    b. In what way were these two men alike?
    c. In what way were these two men different?
    d. When did each of these men live?
6. The learner will compare and contrast the following, using the simple past tense with 70% accuracy:
    a. Who were Patrick Henry and Thomas Jefferson?
    b. In what way were these two men alike?
    c. In what way were these two men different?
    d. Where and when did each of these men live?
7. The student will be able to correctly ask questions using the interrogative words who, what, where and when and the auxiliary did with 80% accuracy.
8. The student will be able to use the simple past tense of verbs correctly in 80% of his answers.

9. Given questions about the outstanding men and women studied, the student will be able to respond using affirmative and/or negative statements with 70% accuracy.

10. Given names and facts about famous characters in North and Spanish American culture, the student will be able to talk and write about their significant contributions to mankind. Examples of characters:

    1. Finlay - Gorgas
    2. Simón Bolívar, José Martí, José de San Martín
    3. Benjamin Franklin
    4. Abraham Lincoln
    5. George Washington
    6. Martin Luther King
    7. Thomas Alva Edison
    8. George Washington Carver
    9. Astronauts, NASA, Space Program.
    10. Social problems and their causes.

SUGGESTED ACTIVITIES

I. The teacher will subscribe to the scholastic newspaper "News for You", which is a weekly periodical, that publishes current events on all fields of interest. Section A is written in an intermediate vocabulary level. As progress is shown, Section B which is more advanced, can be used. This periodical will serve as the media to keep the students up to date. In other words--- WHAT PEOPLE DO. It will also encourage the students to do research on those topics they find more interesting.

This material will be used twice a week. The students will do silent reading and evaluation will be carried on by means of oral questions, true-false exercises, oral comments, etc.

The same course will be used to compare cultural patterns of today and those of yesterday.

II. Based on individual interests, the class will form committees to work on projects that will consist of book reports, posters, interviews, etc. Whatever they work on will be shared by the whole class. That is, one or two members of every committee will explain and show to the class the results of their research.

The students will do research on inventions, on minority groups, and other elements of our society that have influenced it one way or another such as "The Hippies", "The Civil Right Movement", "Women's Liberation Movement";

"Pollution Movement", etc.

III. The teacher will use records of songs representative of today's movements in contrast with those of past decades. She will explain that differences in artistic production are exponents of the dynamic of society.

The students will be asked to bring records of different countries, especially from Latin America.

IV. Poems will also be used as a means to compare the differences in sociocultural patterns of different people.

The students will read and discuss the accomplishments of people such as those listed in the attached sheet. The teacher is free to select from these and add or delete at his choice.

One special assignment will deal with "Space Age". The students will be asked to write to NASA to request information and material. A bulletin board or some such project will show the results of this research. Students will write and exchange short summaries.

V. In order to compare the pluralistic nature of our society and that of Latin America, the students will bring information on how the people in the United States and in Latin America, celebrate Christmas, Easter, Sweet Sixteen, "Los Quince", etc. and how the different cultures mingle to the benefit of the new society.

VI. Discussion of the process of aculturalism of a newcomer in a North American community. Emphasis will be made on the fact that North American society is made up of people from

many countries. In order to study this topic, the teacher can use the text OUR UNITED STATES, Book 2, Chapters 2, 3, 4 and 5 as a source of information, for vocabulary practice and for reading development.

VII. Students should be encouraged to make a mural showing the likenesses and differences between societies of the past and those of the present. They should illustrate fashions, ways of living, architecture, transportation, hobbies, etc. Each contribution will be accompanied by a short written summary.

GRAMMATICAL PATTERNS AND RESOURCES

1. Structure patterns asking questions with who, what, where, when, using the auxiliary did. Answer with regular and irregular verbs. (Fries Amer. Eng. Series, Book 2, Unit 52, 5, 18).

   Students should be able to ask questions of each other using the interrogative words already learned and the simple past tense of verbs in their answers.

   Students will be able to ask and answer questions in the history and science classes using the interrogative words and the simple past tense of verbs.

2. The use of the present indefinite in generalizations: questions affirmative and negative answers.

   Contrast among the present indefinite, the present with the -ing form and the simple past tense. (Let's Learn English, Unit 10, p.127)

   (Fries No.2, Unit 2, pp. 8 to 13) (Fries Unit 3, pp.14 to 18)

3. The simple form of verbs in contrast with the preterit and the verbs ending in -ing. (Fries No.3, pp. 38 to 48). (Fries No.4, pp.155, 156, Unit 18).

4. OUR SOLAR SYSTEM (Fries No.3, pp.290 to 301, Unit 37):

   a) Study the diagram of the solar system on P. 295

   b) Names of the planets.

   e) Distance between each planet and the sun.

   Oral and written production elicited by questions will

be expected on this topic.

5. Crossword Fun and Ending Ride (Language Games, pp. 103 and 104)

   1. To recall words associated with the study of a unit.
   2. To provide practice in recognizing word endings and their meanings.

SAMPLE EXCERPTS

EDISON

Thomas Alva Edison, American inventor of many electrical devices, was born at Milan, Ohio, in 1847.

When he was twelve years old he began to work as a newsboy, devoting his spare time to experimentation with printing presses, and with electrical and mechanical apparatuses.

In 1877, Edison announced his invention of a phonograph by which sound could be recorded mechanically on a tin-foil cylinder. Two years later he exhibited his incandescent electric light bulb, his most important invention, and the one requiring the most careful research and experimentation to secure its perfection. This new light was a remarkable success; Edison promptly occupied himself with the improvement of the bulbs, and also of the dynamos for generating the necessary electric current.

Later, he developed another phonograph in which the sound was impressed on a disk instead of a cylinder. This phonograph had a diamond needle and other improved features. His later work consisted mainly of improving and perfecting previous inventions.

Altogether Edison patented over 1000 inventions.

In 1928 he was given the Congressional gold medal "for development and application of inventions that have revolutionized civilization in the last century".

SAMPLE ACTIVITIES

Have the students:

A. Ask and answer questions using "who", "what", "where", "when", "how many", relating them to the material read about Edison. Examples:

1. Who was Thomas A. Edison?
2. What kind of devices did he invent?
3. When did he begin to work?
4. Where was Edison born?
5. What were some of the inventions that made Edison famous?
6. How many inventions did he patent?

PROVERBS

B. Choose the proverb which best fits each story.

1. Alexander Bell invented the telephone. Of course, the work on this invention took years and years of study. His work began in teaching the deaf to speak. Then he worked to find a way to send the sounds made by the human voice over the telegraph wires. This attempt failed. Finally, after six years of work, Bell invented the telephone. This is the type of instrument which is used in our homes today.

   a. Nothing is gained without great labor.

   b. Never put off until tomorrow what you can do today.

2. Thomas A. Edison was at work when most boys are still at school. He worked as newsboy and telegraph operator. As he grew older, he invented new ways of telegraphing. Among his inventions was a new device to improve the telephone. In 1877, Edison invented the phonograph. After many trials, he finally invented the electric light and moving picture camera. Even after he became a famous inventor, he often worked eighteen hours a day in his work room, or laboratory.

   a. If at first you don't succeed, try, try again.

   b. Early to bed, early to rise, makes a man healthy, wealthy and wise.

3. John Ericsson was born in Sweden. He invented a screw propeller which took the place of the side wheels on the ships which were in use until 1836. Three years later, this invention enabled the first steam vessel to cross the Atlantic Ocean. He went to England, but the government was not interested in his invention. He was not discouraged. He came to the United States Navy.

   a. Where there is a will, there is a way.

   b. Speech is silver; silence is golden.

WATER HAS MANY FACES

"Ice, snow and steam are all water in different forms. Rain, hail, clouds mist fog and dew are likewise only water.

Water evaporates quickly and easily, and becomes an invisible vapor. Water vapor is usually floating about in the air, or atmosphere, even though it cannot be seen or felt. As soon as the water vapor touches something cool or cold, it changes back or condenses into drops of water.

Now it is easy to understand how rain and snow are formed. Water vapor strikes against cold air and becomes a cloud, much like the cloud of vapor seen coming from a boiling kettle. At first, the cloud is made of such minute or small drops of water that they float about in the atmosphere. When they strike a colder atmosphere, or when they become dense or crowded together, they unite into large drops. Then the drops are too heavy to float any longer and they fall as rain.

Sometime the rain falls through a very cold layer of air and the raindrops freeze and becomes hail. Hail is frozen rain. If water vapor should strike a freezing temperature very suddenly before raindrops could form, then snow would result. Snow is not frozen rain. Snow is the result of the sudden freezing of water vapor.

Another very unusual fact about water is seldom fully realized. Mankind, century after century, has been using the same water over and over again. Water on the surface

of the earth dries up or evaporates constantly. The vapor floats away into the atmosphere. It condenses again into water and soon returns to earth as rain, snow dew, or some other form of water. Thus all the water on the earth is always going through a series or cycle of changes in form. It evaporates, it condenses, it falls to the earth, and then it begins the cycle all over again. Why is this cycle so important to mankind?

SAMPLE ACTIVITIES

Have the students:

A. Complete the following sentences with one word from the story:

1. Ice, rain and snow are forms of_____.
2. When falling rain freezes, we have_____.
3. When vapor freezes suddenly, we have_____.
4. Another name for the atmosphere is_____.
5. Water may be found in many_____.

B. Arrange in order of occurrance facts that occur in the story.

1. Cold changes water vapor into water.
2. Snow is not frozen rain.
3. Snow is a form of water.
4. Mankind has been using the same water year after year.
5. Hail is frozen rain.

C. Look up the following words in the dictionary, give their definitions and use them in appropriate situations, both orally and in writing: 1. mankind; 2. unusual; 3. sudden; 4. atmosphere; 5. minute; 6. dense; 7. unite; 8. constantly; 9. surface; 10. cycle.

BENJAMIN FRANKLIN

Benjamin Franklin, American printer, author, diplomat, philosopher and scientist, was born in Boston, Mass.

When he was fifteen years old, he wrote articles for a newspaper, and his accomplishments soon won him the recognition of a number of the most distinguished figures in the literary and publishing world.

But he was always interested in scientific studies. He devised the means to correct the excessive smoking of chimneys, and invented, around 1744, the Franklin Stove, a superior open stove which furnished greater heat with a reduced consumption of fuel.

In 1747 Franklin began his electrical experiments with a simple apparatus which he received from Peter Collinson in England. He supported the hypothesis that lightning is an electrical phenomenon, and proposed an effective method of demonstrating this fact. His plan was published in London and carried out in England and France before he himself performed his celebrated experiment with the kite in 1752. He invented the lightning rod and offered what is called

the "one fluid" theory in explanation of the two kinds of electricity, positive and negative. In consequence of his impressive scientific accomplishment, Franklin received honorary degrees from the University of St. Andrews in Scotland and Oxford University in England. In 1790, as president of the Pennsylvania Abolition Society, he urged the abolition of slavery and the suppression of the slave trade.

As a brilliant conservationist and symphatetic listener, Franklin had a wide and appreciative following in the intellectual salons of the day. His literary reputation rests chiefly on his unfinished AUTOBIOGRAPHY, which is the true epitome of his life and character.

Who was Benjamin Franklin?

What did he do at the age of fifteen?

Discuss the importance of Franklin's inventions and their contribution to mankind.

Compare between Benjamin Franklin and Thomas Edison.

Ask the students to do library research in order to be able to answer questions and discuss the experiment with the kite, and the "one fluid" theory, which explains the two kinds of electricity, positive and negative.

MADAME CURIE (Mother of Radium)

Madame Curie, whose name is known around the world, was the woman who discovered radium. Fame could not change Marie Curie's gentel nature. At the top of her career, she was still at heart the young, simple Polish girl she had been. She married Pierre Curie, who was a teacher of Physics and Chemistry, and they worked together in the discovery of radium.

She died by burns from the radium she had discovered and given to the world for the betterment of mankind.

SAMPLE ACTIVITIES

Have students do research in order to be able to discuss in class:

1. Mme. Curie's early love for science inherited from her father
2. Her struggle against poverty to study a career on physics and chemistry
3. The importance of X Rays in World War I.
4. Marie in America
5. How she died and the irony it implies